



NAAL Retreat Presentation

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Orange Beach, AL

Presenter

Jeff Gallant:

Program Manager, Affordable Learning Georgia

Board of Regents of the University System of Georgia

Academic Library Services / GALILEO



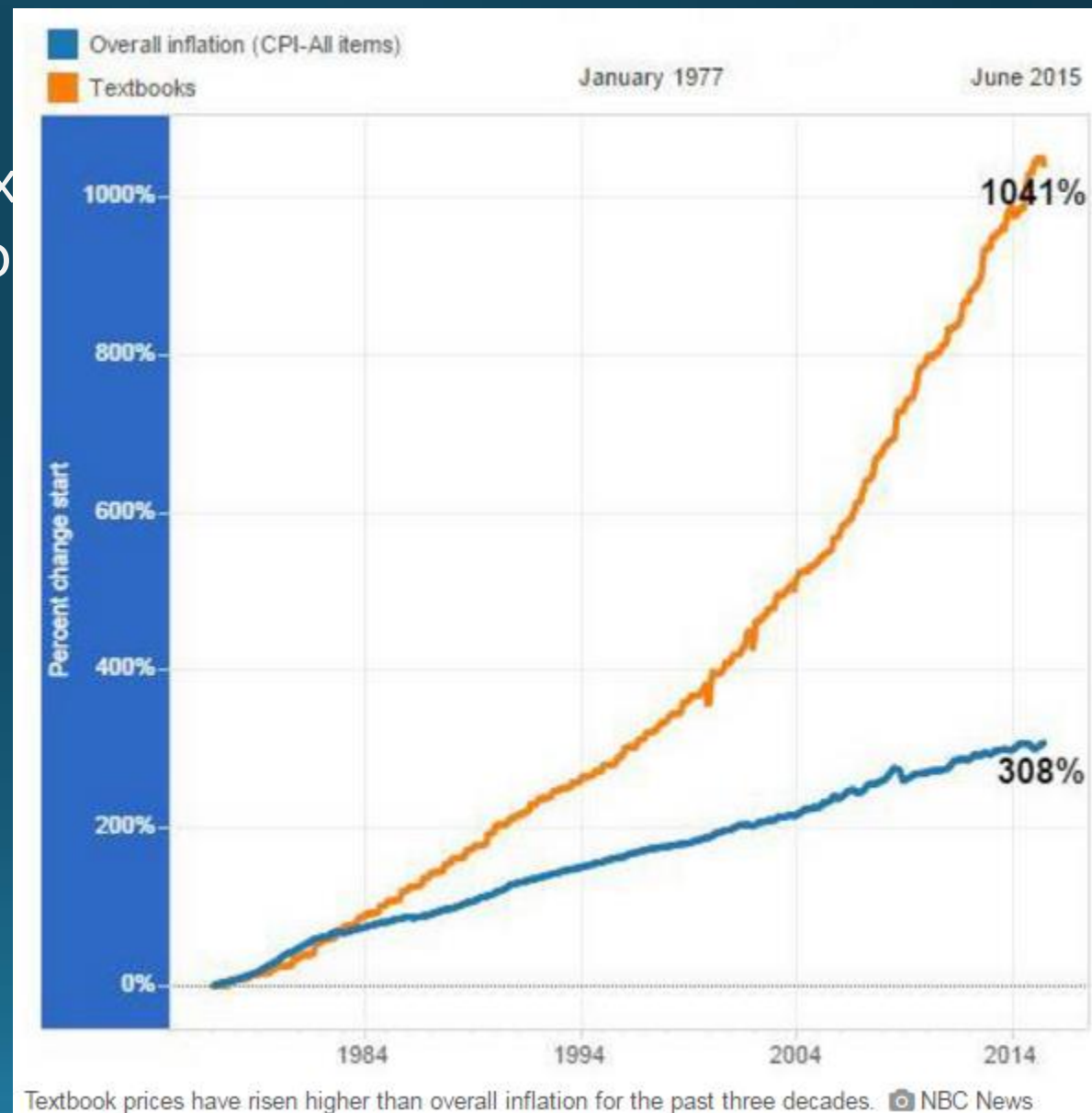
Let's "Open" Our Textbooks

Question:

Since 1977, the Consumer Price Index normally seen as overall inflation. How much have textbook prices risen in the same period of time?

- A. 308%
- B. 452%
- C. 689%
- D. 1,041%
- E. 3,141.59%
- F. Trick Question, it decreased!

Answer: D



Why Textbooks?

A textbook case of price-gouging

% increase



Source: Bureau of Labour Statistics

The Principal-Agent Problem:

“Like doctors prescribing drugs, professors assigning textbooks **do not pay for the products themselves**, so they have little incentive to pick cheap ones. Some assign books they have written themselves.

The 20m post-secondary students in America **often have little choice in the matter**. Small wonder textbooks generate megabucks.”

Source: The Economist, “Why Textbooks Cost So Much”
<http://www.economist.com/news/united-states/21612200-its-economics-101-why-textbooks-cost-so-much>

It's Complicated...

A textbook case of price-gouging

% increase



Source: Bureau of Labour Statistics

There's more, though:
Textbook prices can be a complex issue with:

- Cost effects of piracy
- The used market
- Rental programs
- Third-Party vendors
- Faculty adoption reporting
- Cost of IT research / development

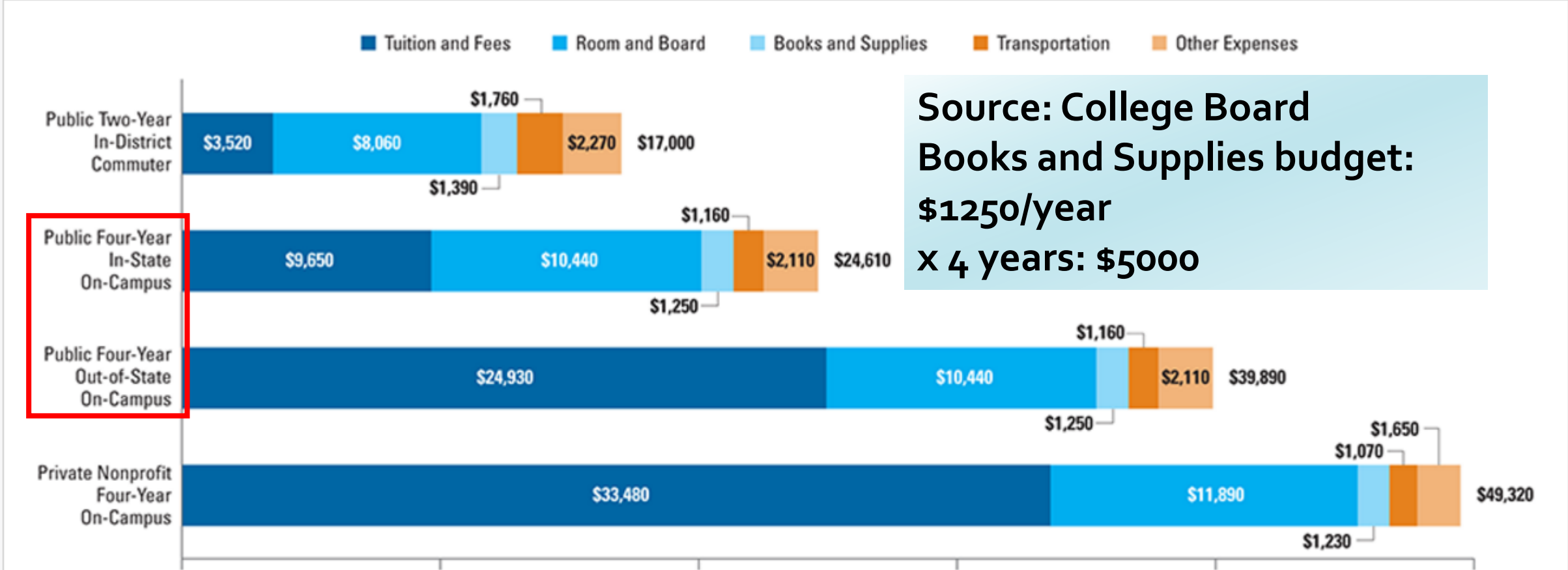
Average Estimated Undergraduate Budgets, 2016-17

Tuition and fees constitute 39% of the total budget for in-state students living on campus at public four-year institutions and 21% of the budget for public two-year college students who pay for off-campus housing.

Figure 1: Average Estimated Full-Time Undergraduate Budgets (Enrollment-Weighted) by Sector, 2016-17

 [Download Data in Excel](#)

[See Key Points](#) | [See Also Important](#)



Students do spend less than the College Board average per year.

A 2016 22,000+ college student survey in Florida showed the following:

Because of the high price of textbooks:

- 66% did not purchase a course's textbook,
- 48% took fewer courses, and
- 26% dropped a course.

Cost avoidance also includes “disappearing ink” digital rentals.

Source: 2016 Student Textbook and Course Materials Survey, Florida Virtual Campus

<https://florida.theorange grove.org/og/file/3a65c507-2510-42d7-814c-ffdefd394b6c/1/2016%20Student%20Textbook%20Survey%20Draft%205.pdf>

What can we do?

Colleges and universities across the globe are looking toward **open** resources to solve high-cost publisher issues, including the price of textbooks.

What is “Open?”

Open = Free + Permissions

An **open** resource is both free *in some format* and has either a license or legal status that allows for extra permissions to the user beyond “all rights reserved” copyright.

Where has “Open” been all my life?

- **Open-Source Software (initially Free Software): 1980s**
 - GNU, Linux, Open/LibreOffice, BSD Free Software License
 - Focused on sharing *code*, the *back-end* of information distribution
- **Open Access: 2000s**
 - PubMedCentral, ArXiv, institutional repositories
 - Focused on sharing *research* with the public
- **Open Education: 2010s**
 - We'll go through a list of these later!
 - Focused on sharing *expertise and foundational knowledge* with public learners

Is every open resource free?

Yes and no. You can charge for a *version* of an open resource, but the original open version needs to stay free. For example, OpenStax charges for two versions of their textbooks:

- Print textbooks (mostly at-cost with a small markup for the print shop)
- iBooks Enhanced Version (\$5)

Aren't open resources low-quality?

Open resources, like commercial resources, run the spectrum of quality, from individually created and distributed websites to peer-reviewed, foundation-funded textbooks.

- OpenStax: Pre-production double-blind peer review
- UNG Press: Pre-production double-blind peer review
- Open Textbook Library: Post-production peer review

Education: The “5R” Open Definition

Open licenses give users the power to:

- **Retain** the content (hard drive, bookshelf, etc.)
- **Redistribute** the content (to students, friends, etc.)
- **Reuse** the content (not a rental, no expiration)
- **Revise** the content (for your course, for an update)
- **Remix** the content (with other content)

From David Wiley's definition of Open: <http://www.opencontent.org/definition/>

What open license should I use?

Because we're in open education and not open-source software, **Creative Commons** is easily the best option.

Details on every CC License:

<https://creativecommons.org/licenses/>



A Quick Intro

Creative Commons is a non-profit that helps sharing + reuse of creativity & knowledge via free legal and technological tools. These tools are not alternatives to copyright laws, rather they work alongside them.

TRADITIONAL COPYRIGHT SYSTEM

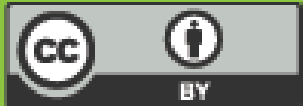


VS

CREATIVE COMMONS

- Allows you to easily give people the right to share or even build upon your work
- Allows you to reserve only those rights that you want.

LICENSE TYPES



ATTRIBUTION

CC BY



ATTRIBUTION - SHAREALIKE

CC BY - SA



ATTRIBUTION - NO DERIVATIVES

CC BY ND



ATTRIBUTION - NON COMMERCIAL

CC BY - NC



ATTRIBUTION - NON COMMERCIAL - SHAREALIKE

CC BY - NC - SA



ATTRIBUTION - NON COMMERCIAL - NO DERIVATIVES

CC BY - NC - ND



PUBLIC DOMAIN

CC - Zero

This is not a 'licence', but a 'public domain declaration', in which you give up all copyright (but retain 'moral rights' if you can't give them up in your legal jurisdiction), and allow people to make any kind of use of the work without conditions.

Why would I avoid “No Derivatives?”

If you would like someone to be able to update your work in the future to keep it relevant, derivative works are important. This also helps with accessibility and modularity.

Therefore, ND is “less open” when it comes to education.

Is this just an experimental movement that no one would recognize?

It is **internationally** recognized. Over one billion works are licensed with Creative Commons:

<https://stateof.creativecommons.org/2016/>

The US Department of Labor adopted a department-wide open licensing policy in 2016:

<http://sparcopen.org/news/2016/dol-open-licensing-policy/>

What if someone makes a “bad” or inaccurate version of my material?

Creative Commons licenses always include **attribution** of the original work, with the “CCo” Public Domain license being the one exception.

If someone makes a ‘bad’ derivative of your work, the original should be linked in this derivative work. Your original work should both be visible and unchanged.

What if someone just copies my material and claims it as their own?

This violates the permissions given in a Creative Commons license (unless it's CCo) and it is copyright infringement, just like any infringement in all-rights-reserved copyright.

Can I remove these permissions from my work?

No. A Creative Commons open license is **irrevocable**. For users, this is important, because they know their rights to copy and reuse the work with attribution won't suddenly disappear, with permissible use suddenly becoming infringement.

You can re-license your own work, but the original license's terms will still apply in court if you're taking away permissions.

Easiest Way to Refresh Your Memory on Creative Commons Licenses:

Go to <http://creativecommons.org/licenses>.

There's a good description of each license on the page.



What is an OER?

Question:

Now that we know what “open” means in education, give me your best shot at a definition of an Open Educational Resource.

OER Definition from Hewlett Foundation:

- “**Open Educational Resources (OER)** are teaching, learning, and research resources that reside in the public domain or
- have been released under an intellectual property license that permits their **free use and re-purposing** by others.”
- <http://www.hewlett.org/programs/education-program/open-educational-resources>

OER = Educational Resources + 5 R's

- Open textbooks
- Open videos
- Open music
- Open lecture slides
- Open tests and quizzes
 - Usually w/ instructor-only vetting
- Open images and photography

R's in OER #1: Retain

Advantages

- Control of ownership
 - Keep documents past the time of the course
 - Could use as a reference in a job later
 - No “disappearing ink” such as DRM, rentals

Disadvantages

- Responsibility of obsolescence management
 - Responsible for either getting an updated version or keeping it compatible with current platforms
 - Responsible for keeping information current
- Sustainability issues – you may not be able to find the file again in its current form if you lose it

R's in OER #2: Reuse

Advantages

- Control of use (with permissions)
 - Can use within a variety of different media
 - Can find creative ways to incorporate works in a live class

Disadvantages

- Responsibility of attribution
 - Easy with one attribution, difficult with multiple
 - Proper attribution requires (minimal) training

R's in OER #3: Revise

Advantages

- Control of changes
 - Make localized/customized versions
 - Correct errors on-the-fly
 - Keep information up-to-date without a publisher's new revision

Disadvantages

- Responsibility of version control
 - Storing different versions in the same place is (currently) complex
 - May be solved through GitHub-esque "forks" in the future
- Your changes will not affect the original work
 - Can be more difficult for students to find the right version outside of the LMS

R's in OER #4: Remix

Advantages

- Control of combinations
 - “Mashup”-style creations
 - Not as much “reinventing the wheel” when creating works
 - Many opportunities for student learning through remixing within open pedagogy

Disadvantages

- Responsibility of license management
 - Combining works with different open licenses can be complex
 - Attributing a large amount of remixed works can be complex

R's in OER #5: Redistribute

Advantages

- Control of distribution
 - Share as many copies with students/peers as desired
 - Share revisions easily without going through a publisher
 - Make a larger impact by sharing content throughout the globe

Disadvantages

- Responsibility of version control (again)
 - Finding a centralized host for content can be difficult
 - Different revisions in different places can confuse content users/remixers
 - Finding the newest version can be difficult

Example: An Open Textbook, Remixed

- OpenStax College Concepts of Biology:
- <https://openstaxcollege.org/textbooks/concepts-of-biology>
- UGA Remix:
- <https://openstaxcollege.org/pages/GeorgiaBiology>

Can we just call open textbooks “e-textbooks?”

No, because **not every open textbook is electronic, and not every electronic textbook is open.**

A study on student preferences for commercial e-textbooks vs. commercial print textbooks has been brought out in arguments against OER, but:

- OER should have no Digital Rights Management (DRM) software attached to bar access and restrict printing
 - When the study was conducted, DRM was also far more restrictive than current DRM when it comes to functionality
- OER can have print versions for those who need them, such as OpenStax Textbooks

Where are the OER?

Start with small collections...

- **OpenStax College Textbooks**
 - <http://www.openstaxcollege.org/>
- **UMN Open Textbook Library**
 - <http://open.umn.edu/>
- **SUNY Open Textbooks**
 - <http://opensuny.org/omp/index.php/SUNYOpenTextbooks>
- **CSU COOL4Ed Course Showcase**
 - <http://cool4ed.org/courseshowcase.html>

Then move to bigger collections...

- **MERLOT**

- <http://www.merlot.org/>

- **OER Commons:**

- <https://www.oercommons.org/>

- **Simmons College Open Access Directory: Publishers of OA Books**

- http://oad.simmons.edu/oadwiki/Publishers_of_OA_books

Open Courses

- Washington Open Course Library (Google Docs, very remixable)
 - <http://opencourselibrary.org/>
- Carnegie Mellon Open Learning Initiative
 - <https://oli.cmu.edu/>
- MIT OpenCourseWare
 - <https://ocw.mit.edu/index.htm>

Open Media

- **Images: Creative Commons Search**
 - <https://ccsearch.creativecommons.org/>
- **Images: Wikimedia Commons**
 - https://commons.wikimedia.org/wiki/Main_Page
- **Google Images: Search, then click Tools > Usage Rights**
 - <http://images.google.com>
- **Videos: YouTube: Search, then click Filters > Creative Commons**
 - <http://youtube.com>

Also Consider Library Resources

Not “5 R’s” Open, but at no additional cost to students

Example: LSU eTextbooks:

<http://www.lib.lsu.edu/ebooks>

Multi-User/Unlimited-User licenses are crucial for eBooks!
UMass Amherst realized this when their first grantees combined single-user eBooks with OER. Students tend to read at the same time (the very last minute!).

How do I provide library materials to my class without infringement?

- Most library materials are all-rights reserved, but electronic materials often have a “permalink” attached to each resource.
- Using the permalink means every student at your institution has access to the material through their library, but this isn't a **copy** of a work that would be shared outside of the institution.

This website is free, but not open.
Can I link to it in my LMS?

Yes, because **linking is not infringement**.

However, this means that the original site's creator has the sole permission to copy the material and make changes.

Some links may be dead and irreparable, web addresses may move, and content may be deleted. Sustainability is much more of an issue with no-cost web resources, as periodic link checking is needed.



ALG: How We Got Here

What is the USG?

- Georgia's public universities and colleges – 28 institutions total
- Governed by the USG Board of Regents
- Administrated by a chancellor and the USG System Offices
- Pioneering state institution administrative mergers for more affordable admin costs



What is GALILEO?

- Georgia Library Learning Online
- One of the first statewide virtual libraries in the world, lasting over 20 years
- Well-known and well-regarded for providing affordable and high-quality online library resources throughout GA
- Serves the USG, technical colleges, public libraries, public schools, and some private institutions



A Quick History: Textbooks and the USG

Question:

The year is 2004. Textbook costs have risen far more than at their usual rate for four straight years. Open Textbooks largely do not exist. What policies could you put in place to save students money on textbooks?

Regents Committee Approves New Policy To Address Textbook Costs

Atlanta — May 17, 2005

A Quick History: Textbooks and the USG

2004: Chancellor creates a Textbook Task Force to address rising textbook costs

2004-2005: Textbook Task Force holds meetings with stakeholders, conducts research

2005: Chancellor approves a policy to give the USG authority to create guidelines for USG institution bookstore sales.

2006: Guidelines implemented, but **costs still rose**

2006-: No news on the guidelines after this point

In the meantime...

The **USG Office of Faculty Development** founded the following:

- USG SHARE Learning Object Repository
 - Password-protected, USG only
 - Deactivated later due to lack of funding / lack of use
- USG Open Textbook Publishing Model
 - Partnership with eCore and UPNG
 - Developed an open textbook for US History I as a “proof of concept” (partnership with eCore)
- Provided faculty OER training, support, and advocacy

Regents' Academic Committee on Libraries (RACL) also discussing OER projects

In the meantime...

2011: *Report on Textbook Costs and Trends for Delivery and Cost Reduction* by Marie Lassetter, Office of Faculty Development

"A recent study suggests that one of these options, open textbooks, could reduce the average amount students spend on textbooks by 80% a year. **Further investigation is needed to study the impact of recent developments on textbook affordability and emerging strategies for reducing costs, including the use of open textbooks.**"

GALILEO: Leading the New Charge

When the USG started **Complete College Georgia** in 2012, an effort to raise retention, progression, and graduation in the state, they contacted GALILEO and USG Library Services to create and pilot a new project on textbook affordability.

GALILEO was selected due to its experience as the provider of affordable electronic resources for (at the time) almost 20 years, and also because **libraries have been at the forefront of the OA and OER movements.**

Affordability is part of the USG's Strategic Plan, aligned with the Complete College Georgia initiative.



Building ALG

Question:

Who are the stakeholder groups that would need to be involved in an affordable/open educational resources initiative at a statewide level?

Affordable Learning Solutions Pilot

GALILEO Pilot Team, 2013

In partnership with California State University and MERLOT, created a website based on the CSU Affordable Learning Solutions template.

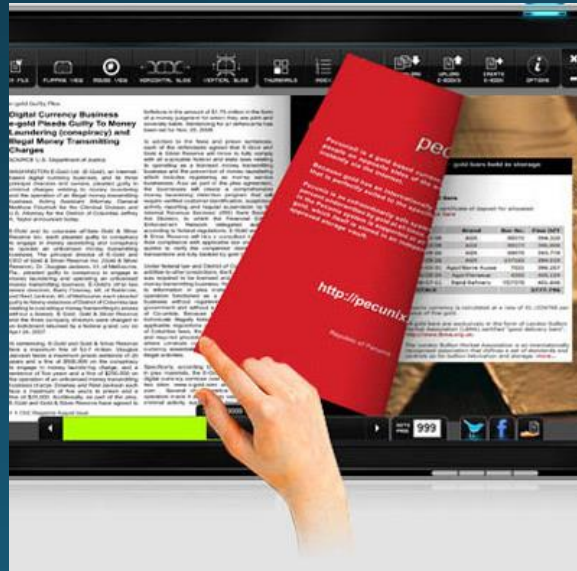
- Stakeholder analyses, web page creation, testing, and improvement, presentations at state conferences, more research on OER initiatives

Affordable Learning Georgia Champions and Coordinators, Late 2013-

Affordable Learning Georgia incorporated a team of Campus Champions and Library Coordinators from each USG institution.

Funded in FY 2015, and now...

The State of Georgia's FY 2015-2017 budgets funded Affordable Learning Georgia (ALG), which focuses on reducing the cost of textbooks and the enhancement of GALILEO, Georgia's Virtual Library and ALG's parent initiative.





One-Stop Center for Affordable Resources

affordablelearninggeorgia.org

Affordable Learning Georgia's website provides a place for training, search tools, a weekly newsletter, grant-funded materials, featured advocates, awards, and requests for proposals for new rounds of Textbook Transformation Grants



Projects to Support College Affordability

Textbook Transformation Grants, eCore Open Textbooks, in-person symposia and workshops, and recognition awards for innovation in the use of affordable resources are just a few of the projects ALG has implemented in the past two years.



Partnerships to Maximize Impact

Affordable Learning Georgia has benefited greatly through partnerships with CSU Affordable Learning Solutions, MERLOT, OpenStax, the USG Office of Faculty Development, eCore (Georgia's Online Core Curriculum) and each of our institutions in order to reach and impact as many students as possible.

Core Strategy: Incentives, Not Mandates

- Opt-in programs without incentives usually go one of two ways:
 - Mandates
 - USG cannot do this to our institutions, especially because of academic freedom
 - May completely backfire when something doesn't work or when extra time is needed to perfect an implementation
 - Mandates need support, which isn't an incentive but is still expensive to maintain
 - Nowhere
 - OpenStax Partners Discussion: Voluntary information sessions (low attendance), presentations (not much for results), websites (low usage), library displays (sadly, low visibility) all do not work to encourage participation.
 - Upper-level administrative support *may* help in this case
 - Probably will help more if these administrators provide staff or monetary support

Core Strategy: Incentives, Not Mandates

Opt-in programs with incentives will get faculty interested in the topic. Before long, you will have an engaged *community of practice* which can assist others with OER.

For example, at last year's USG Teaching and Learning Conference, we hosted an OER presentation track. Grantees presented on their efforts, lessons learned, and findings, and since the track was in one room, conversations on OER implementation between newcomers and grantees happened throughout the conference, raising awareness and knowledge of OER among engaged teaching faculty.

Incentives, Not Mandates: Textbook Transformation Grants

- Grants awarded to teams of faculty and professional staff with a plan to adopt, adapt, and create open and/or affordable educational resources to replace a commercial textbook
- Grant methodology based on preserving academic freedom with incentives and support, not mandates, with a peer review selection process
- Currently under 50% acceptance rate
- Funding model based on providing *time*: average cost of course release with flexibility to institutions

Incentives, Not Mandates: Textbook Transformation Grants

- First round awarded in Fall 2014
- Round Nine to be awarded in Summer 2017

To date:

- **\$2,395,265 awarded to 143 projects**
- **\$35.1 million projected savings in textbook costs...**
- **...to 266,412 students!**
- This is \$131.75 per student enrolled in a course selected as a high-impact project

How Do They Work?

- Team proposes a project during a **Request for Proposals**
- Proposal is reviewed by administrators and three **Peer Reviewers**
- Proposals either **accepted or rejected**, any rejected proposal teams receive peer review and administrative feedback
- Proposal becomes the **Statement of Work**: the work that needs to be done by the deadline of the project
- Statement of Work is part of the **Service Level Agreement** between USG and their institution
- Funds are allocated 1/2 upon SLA being fully signed, 1/2 upon submission of Final Report

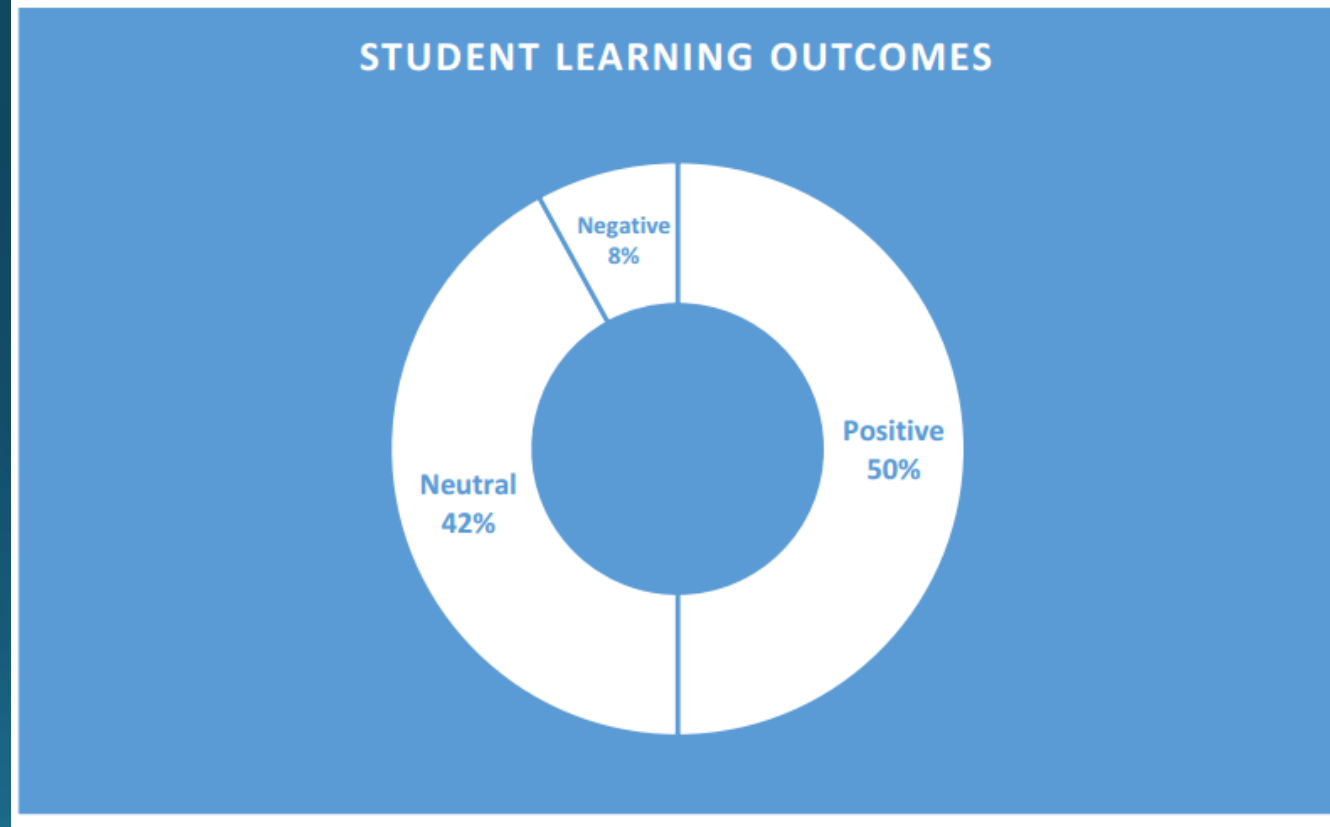
How Are They Reviewed?

- Rubric with:
 - Each major section of the proposal
 - Transformative impact on course, program, department, institution(s), etc.

Grant Outcomes

- COUP Framework: Cost, Outcomes, Usage, Perception
 - Cost and # students
 - Learning Outcomes
 - Retention: Drop, Fail, Withdraw (DFW) rates
- Summarized at completion of a round of grants
- R1 & R2: Positive student satisfaction, positive or neutral student learning outcomes, positive or neutral DFW

Half of the 26 reporting project teams on student outcomes reported positive significant changes to student learning outcomes in comparison to control groups, previous semesters, faculty averages, and/or departmental averages, while 42% of teams saw no significant changes to outcomes. This is a combined 92% of teams who experienced either a significantly positive or neutral effect on learning outcomes while using affordable materials.



What are other incentive strategies?

Mini-grants: \$1,000-\$2,000 for one faculty member (or a team) to explore OER and attempt to adopt/adapt/create

- Advantage: Less cost up-front, good for professors who are *close* to a full OER implementation already
- Disadvantage: Not easy to ensure a successful project or stick to hard deadlines without support for extra *time*
 - *Can work* with easy turn-key solutions: OpenStax and pre-created ancillaries, for example. Requires more of *your* time.
- Implemented by **UMass Amherst** starting in 2011, similar project at **Ohio State University**

From mini-grant to larger grant: OSU

UNIVERSITY LIBRARIES TEXTBOOK AFFORDABILITY GRANT

Award amount: \$1,000 available as research funds

University Libraries, the Office of Distance Education and eLearning (ODEE), and Undergraduate Student Government (USG) have partnered to sponsor this opportunity for faculty to explore the adoption of low- or no-cost course materials for classes at Ohio State. Winners of the Textbook Affordability Grant receive consultation support from ODEE and University Libraries to create, find, and distribute materials.

Ideally **projects funded through the Textbook Affordability grant will need limited hands-on support** and be close to implementation (work may have already begun). Individuals and teams are encouraged to apply. Successful proposals will include:

- Adoption and/or adaptation of existing OERs
- Authoring of new digital course materials to openly license and share with students at Ohio State and beyond
- Replacing a conventional textbook with library resources (textbooks on reserve, journals, other with help from subject librarian and other experts)
- A combination of these approaches

From mini-grant to larger grant: OSU

ODEE AFFORDABLE LEARNING GRANTS

Award amount: See "Exploration Grant" and "Open Impact Grant" details below

The *Open Impact* and *Exploration* grants are managed by the Office of Distance Education and eLearning, and are designed to support transformational projects that result in high impact, sustainable cost savings to students. Proposals that include multiple faculty partners and teams are encouraged. Successful proposals will include:

- Adoption and/or adaptation of existing OERs
- Authoring of new digital course materials to openly license and share with students at Ohio State and beyond
- University Libraries resources, in consultation with a subject librarian
- A combination of these approaches

▸ EXPLORATION GRANT

▾ OPEN IMPACT GRANT

Award amount: \$12,000 (per project lead, up to 2), comprised of an \$8,000 award from ODEE matched 2:1 (\$4,000) by the grant recipient's department.

Open Impact Grant winners teach **high enrollement, GE courses** that impact 300+ students per semester. Grant winners benefit from a **dedicated project manager and technical support throughout**.

What are other incentive strategies?

- Peer Reviews: Have faculty attend a workshop and get a \$200 stipend for writing a detailed peer review of an open textbook
 - Advantage: Less cost up-front, prior OER training not needed, and look at all these reviews!
 - Disadvantage: Not easy to ensure faculty will follow up with OER implementation, no support for time
 - Big strategy for new initiatives on one campus, favorite of the **Open Textbook Network**

Reviews

[Learn more about reviews.](#)



Reviewed by Dr. William Vann, Information Studies Faculty, Minneapolis Community and Technical College, on 12/6/2016.

While there is neither a back-of-the-book index nor a compiled glossary in this outstanding textbook (key terms are defined, however, throughout the ... [read more](#)



Reviewed by Kelly McKenna, Assistant Professor, Colorado State University, on 12/6/2016.

The book provides a thorough introduction and how to regarding sources in academic writing. With the exception of the first chapter on writing ... [read more](#)



Reviewed by Heather Jerónimo, Assistant Professor, University of Northern Iowa, on 2/9/2017.

What are other incentive strategies?

- Include OER adaptation and creation in tenure and promotion
 - Advantage: Non-monetary incentive, show of structural support
 - Disadvantage: Incredibly difficult to implement, would involve convincing every department at most institutions
 - **University of British Columbia**: Just included OER in new *Educational Leadership* promotion and tenure guidelines (but not other tracks yet)
- Awards programs for OER innovators
 - Advantage: Mostly non-monetary, show of structural support
 - Disadvantage: Must be integrated into a pre-existing well-attended event or the impact of an OER award would be diminished. A news release or website update doesn't count.
 - **ALG** has provided awards for innovation at various events, but these events tend to change

Other Goals and Programs

- Top 100 Courses
- eCore Partnership
- College Store Partnerships
- GALILEO Open Learning Materials
- Training and Development Activities

Top 100 Enrolled Undergraduate Courses

College Trigonometry	MATH 1112	OpenStax College Algebra and Trigonometry MERLOT Open Textbooks on Trigonometry
College Algebra	MATH 1111	Adopted by eCore: Advanced Algebra OpenStax College Algebra American Institute of Mathematics Approved Open Textbooks ALG Grant-Supported Materials: Goodroe/Kidane MERLOT Open Textbooks on Algebra
College Success & First-Year Seminar*	EGAC 1100, GC1Y 1000, GPCS 1010, FYE 1220, GSU 1010, KSU 1101, GT 1000, DAPT 1000	Implemented by Savannah State University: College Success ALG Grant-Supported Materials: Wheeler/Hepler

http://www.affordablelearninggeorgia.org/find_textbooks/alg_top_courses

Validation at Scale: eCore



eCore has partnered with ALG to successfully transition **25** courses to use no-cost and open resources.

eCore and ALG have funded open textbooks for subjects without current OER coverage, such as Art Appreciation and World Literature.

College Store Partnerships

- USG independent college store partners through Verba
 - Lowest price guarantees, rental programs, and more
 - Data about cost savings as well as adoptions
 - Software for comparison shopping, adoptions, marketplace
- Last year of Verba funding
- **Textbook Affordability Conference 2017**



Photograph of McGregor Company bookstore, Athens, Clarke County, Georgia. Vanishing Georgia, Georgia Division of Archives and History, Office of Secretary of State. Digital Library of Georgia.

University Press Partnerships

- Working with UNG Press to leverage expertise, catalog, and infrastructure
- Peer review and editorial processes
- Hosting and distribution models
- Adoption/licensing of existing materials in catalog



History in the Making:
A History of the People
of the United States of
America to 1877

External Partners

MERLOT is a curated collection of free and open online teaching, learning, and faculty development services contributed and used by an international education community.

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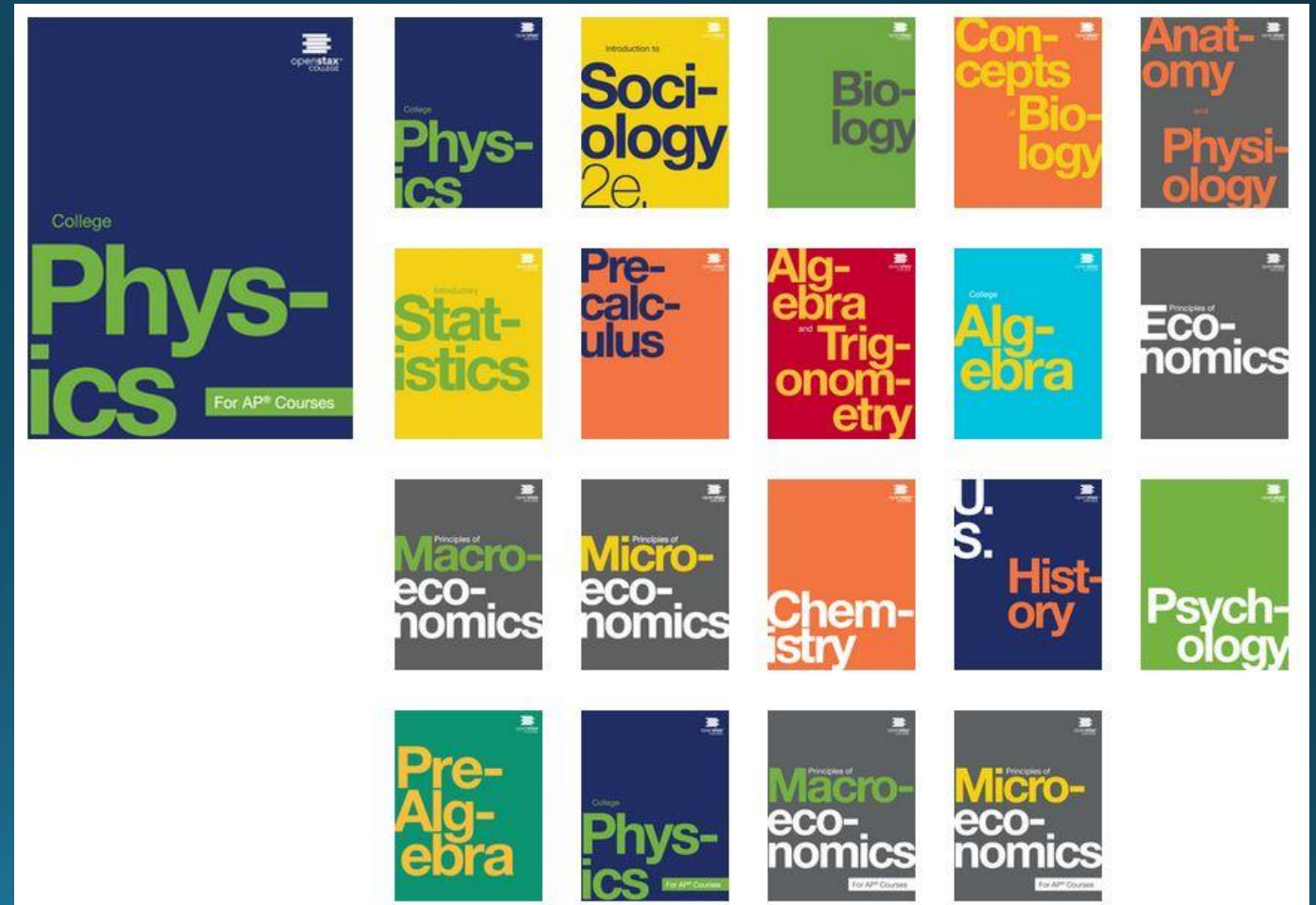
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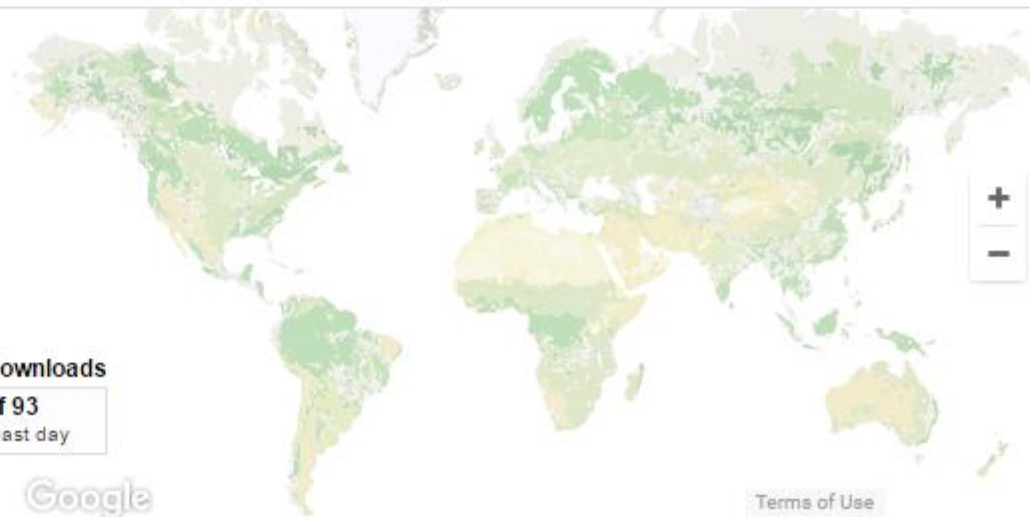
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 Georgia, United States of America

GALILEO Open Learning Materials

This map shows recent readership activity for GALILEO Open Learning Materials.



Recent Downloads

0 of 93

in the past day

[</> Embed](#)

Google

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125

Total resources

10,150

Total Downloads

10,035

Downloads in the past year



Librarians and ALG

Question:

What roles do you think librarians could play within a statewide affordable/open educational resource initiative?

Faculty Consultant: Mary Jo Fayoyin, Savannah State University



- Dean of Library Services
- Before ALG existed, led an effort to replace a commercial textbook in all First Year Experience courses with an open textbook, now saving students an estimated \$100,000 per year
- Works with department chairs to seek out opportunities for OER implementation

Advocate and Grant Writing Consultant: Mark Flynn, Columbus State University



- Dean of Libraries
- Well-known for his support in assisting faculty with grant proposals
- Part of a grant team for BUSA 4185, Strategic Management, implementation saving est. \$32,000 to students per year
- Workshops on OER, Open Access Week events

OER / OA Subject Matter Expert: Denise Dimsdale, Georgia State University



- Education Librarian, focused on open access and open education
- Hosted a week-long OER workshop program during Open Education Week
- Participated in an Introduction to OER Podcast project
- Presents and advocates for open education at state and national conferences
- MERLOT Peer Reviewer, Library and Information Services area

Copyright Subject Matter Expert: Mariann Burright, University of Georgia



- Head of Science Collections and Scholarly Communications Librarian
- Presents and consults with faculty on copyright and open licensing
- Works with science departments on providing public access to publicly-funded research

Project Participant & Conference Presenter: Mary Ann Cullen, Georgia State University



- Director, Alpharetta Campus Library
- Assisted with the creation of English Composition I LibGuides of free and open resources to replace a textbook
 - Became a large-scale grant project
- Presenter at national and state library and Teaching and Learning events, online web series
- Faculty consultant on OER

Grant Team Participant & Advocate: Ru Story-Huffman, Georgia Southwestern State University



- Dean of Libraries
- Participant on Textbook Transformation Grant projects in Information Literacy, Educational Technology, and three Psychology courses
- Advocate for OER from the beginning, presenting with initial grant teams at the first ALG Institute for Librarians

Administration Consultant: Elijah Scott, (formerly) Georgia Highlands College



- Was the Director of Libraries
- When ALG started, coordinated with GHC and regional technical colleges to put together an OER Summit
 - Featured Cable Green from Creative Commons
- Worked with the Vice President of Academic Affairs on OER initiatives
 - She became a huge ALG advocate
- Now in Florida working on a similar statewide initiative with FLVC



Conclusions and Discussions

Question:

Now that you know what ALG has already done, what do you think ALG could do next?

The Future of ALG

- Fill in the OER gaps for the highest-enrolled USG courses
- Build on existing grant program successes
- Expand adoption-support capabilities
 - Quicker turn-key solutions
- Expand how OER are used: personalized, adaptive, CBE, etc.
- Integrate GALILEO Open Learning Materials into statewide repository and upcoming ILS implementation
- Expand training to empower more librarians and instructional designers to help with OER and library materials
 - Potential for Creative Commons certification or “train the trainer” programs

The Future of ALG

- “To explore strange new [educational] worlds... To boldly go where no one has gone before”



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Tips for OER Advocates

Internal plans:

- **If you are a larger institution, consider a full-time position for an Open Educational Resources librarian or coordinator.**
 - Possibly OER and scholarly communications for versatility.
- **If someone is taking on new OER roles in addition to previous roles, be sure to anticipate the time it will take to:**
 - plan events
 - assist faculty with OER implementations
 - present at faculty and administrative meetings
 - attend professional development events (e.g. the Open Education Conference)
- **Partner with your Online Learning / Distance Learning / Center for Teaching and Learning Offices**
 - Can help with instructional design
 - Can back up OER advocacy with pedagogical theory
 - Can make it easier to implement OER within an LMS

Tips for OER Advocates

Strategies and Tactics:

- **Newcomers to OER will *initially* not have the same OER energy as you.**
 - A LibGuide or web page about OER will not help on its own
 - A voluntary one-shot workshop will probably not be well-attended
 - Creation of new open resources will not immediately convert to usage
 - Negative Field of Dreams:
 - “If you build them, *[there is not a safe bet that]* they will come.”
- Resource implementation is hard work, and textbook publishers make this easier through paying for the creation of lecture slides
 - Support the time it takes to review, revise, create, and implement if you can
- Get a plan, link the plan to the institution’s plan, and get administrators fired up
- Mandates are a bad idea. Support academic freedom whenever you can.

Tips for OER Advocates

One more thing...

Be aware of the online platforms faculty are using to teach.

- Mathematics faculty often rely heavily on a mathematics homework platform. These will inevitably either cost money (to staff, maintain, and update commercial platforms) or cost staff (to staff, maintain, and update open source software) .
- Look for affordable platform solutions, but work with instructional faculty on evaluation, support, and approval.
- Adaptive Learning is a very early form of educational technology, but it will be more relevant as AI (particularly neural networks) develops further. How will these work with OER?
 - (Hint: If information resources are open, it's easy for an AI to use it.)



<http://affordablelearninggeorgia.org/>
Jeff.Gallant@usg.edu

Questions?